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ABSTRACT

The purpose of the International Network for Global Education (INGE) is to promote global education within the educational systems of network member countries. Areas of study are listed under the following headings: Peace Studies; East/West Relations; North/South Relations; Human Rights; Global Environment; Human Values; and Cross-cultural Issues. Conference speakers John Darnton (United States) and Laszlo Kallay (Hungary) expressed the idea that the study of history lays the groundwork for understanding and acceptance of other cultures. The members of the conference established recommendations for INGE. Jan Tucker (United States) presented policy development in global education. Gunter Renner (West Germany) discussed curricular content for global education. G. H. Oonk (The Netherlands) and R. Tolsma (The Netherlands) reviewed pedagogical principles underlying the study of international education. Roger Morgan (United Kingdom), Hans Hooghoof (The Netherlands), and O. J. Dunlop (United Kingdom) discussed ways to accomplish network goals. Extensive bibliographies are included for each of the speeches and working papers. (SM)

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East/West Perspectives on Education for Peace and Security

1986 CONFERENCE REPORT OF THE INTERNATIONAL NETWORK FOR GLOBAL EDUCATION (INGE)

THE MOHONK MOUNTAIN HOUSE
NEW PALTZ, NEW YORK
8-12 NOVEMBER 1986

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GPE is a not-for-profit, nonpartisan educational effort, building upon democratic traditions, to prepare youth for the challenges of national citizenship in a global age.

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"EAST/WEST PERSPECTIVES ON EDUCATION FOR PEACE AND SECURITY"

1986 Conference Report

of the

INTERNATIONAL NETWORK FOR GLOBAL EDUCATION (INGE)

The Mohonk Mountain House
New Paltz, New York

8-12 November, 1986

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Forward

The **International Network for Global Education (INGE)** evolved from the previously established Transatlantic Network for Global Education (TNGE). The purpose is to facilitate the growth of global education -- or education about the interdependence and major global issues of the world today -- within the countries represented.

While there was at the outset, and continues to be a focus on East and West Europe and North America, it is expected that representatives from countries in other parts of the world will eventually take part in network activities.

Planned endeavors for the network include information exchange, research projects, curriculum development, teacher education programs as well as an annual conference.

Subject areas with which the network will concern itself include (but are not limited to) peace studies, East/West relations, North/South relations, human rights, global environment, human values and cross-cultural issues.

The following report summarizes the 1986 conference and puts forth an ambitious set of goals for the network. The commitment of the individuals and organizations who comprise the network will insure progress, although modest, toward an improved educational environment for living in an increasingly dangerous but also promising world.

--Steering committee of the
International Network for
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and with the cooperation of leading non-governmental organizations and institutions of higher education in the countries represented, as well as existing national and international networks of education:

Association for Supervision and Curriculum Development, USA
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Centre for International Education, Alkmaar, The Netherlands
Centre for International Studies, Exmouth, UK
Council for Intercultural Studies and Programs, USA
Danish Center for European Education
Emory University, Atlanta, USA
Esbjerg State College, Denmark
European Academy Berlin
European Curriculum Network
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Social Studies Development Center, Indiana University, USA
UNICEF, New York
University of Dublin, Ireland

University of Georgia, USA
University of Western Ontario, Canada
University of Zadar, Yugoslavia
Uppsala University, Sweden

The views expressed in the following recommendations represent those of the individuals who participated in the conference and are not necessarily an expression of the above listed institutions with which those individuals are associated. For a list of conference participants, please see p. 42 of this report.

Recommendations of the International Network for Global Education (INGE)

The International Network for Global Education was established by representatives of non-governmental organizations and universities in twelve countries of Eastern and Western Europe and North America, to foster the growth of educational programs concerning global issues and to contribute toward the development of a transnational view of global matters that would serve in the teaching of these issues.

The agreed upon purpose, proposed programs, and methods of operation of the Network follows:

Purpose

The purpose of the International Network for Global Education as defined by participants of the second annual conference of the Transatlantic Network for Global Education -- renamed the International Network -- is to:

1) Promote global education within the educational systems of Network member countries emphasizing (but not limiting to) the following areas of study: Peace Studies; East/West Relations; North/South Relations; Human Rights; Global Environment; Human Values; and Cross-cultural Issues.

2) Contribute to the development of global education in individual countries by:

a) Providing various international perspectives to educational policy makers and opinion leaders through Network conferences and seminars;

b) Providing appropriate program opportunities for Network participants and their constituencies and colleagues including pre-service and in-service teacher education programs;

c) Pursuing the continual refinement of global education subject matter insuring the specification and review of neglected or emerging content issues and dimensions -- e.g., issues pertaining to the development of women's roles in society.

Program

Proposed program priorities include the following:

1) Assist the development of appropriate school and educational policies within the countries of Network members by:

a) Adopting a strategy to assist national and local organizations in their efforts to effect policy incorporating a global dimension within the general and/or core curriculum of schools;

b) Disseminating curriculum models in the area of global education for discussion and implementation by policy makers and educators;

c) Considering ways in which textbooks and other learning resources can better reflect global concerns.

2) Create a database concerned with global education by taking from existing databases and by adding further information consisting of:

a) Existing curriculum materials, compared and evalutated;

b) Current research;

c) Descriptions of appropriate institutions and organizations;

3) Identify existing materials and develop new materials incorporating sources from two or more countries.

4) Support research which examines pedagogical concepts involved in teaching global issues at both theoretical and practical levels; and support research which examines the awareness and levels of understanding of teachers toward global issues.

5) Promote cross-cultural exchanges with specific implications for learning about global issues.

6) Include in the Network's activities an annual program conference and a steering committee comprising the established Secretariats.

Operations

In order to fulfill its purpose and to carry out its proposed programs, the International Network for Global Education (INGE) has adopted the following procedures for operations:

1) The Secretariats, which currently include: the Centre for International Studies, Exmouth, the United Kingdom; the Europäische Akademie Berlin, The Federal Republic of Germany; Global Perspectives in Education, the United States; and representatives at the University of Pecs, Hungary, should link with appopriate networks/bodies in their respective continental regions.

2) The Network will establish a flexible open structure which enables it to link with other regions of the world not currently involved in the global education network.

3) The Network will operate under the name International Network for Global Education (INGE) which will initally emphasize by subcomment its current constituency of interest which includes countries in Eastern and Western Europe and North America.

4) The Network's functions should include: communications; information services; projects and funding; meeting operations; materials production; and facilitation of other activities.

5) The Network should provide both a proactive and reactive means of implementing projects.

6) Projects should obtain funding support from national and/or international bodies and such funding should include an operations overhead element for the Network.

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Keynote Panel: "East/West Perspectives on Education for Peace and Security

Address by John Darnton, Deputy Foreign Editor, The New York Times

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Several years ago I had the good fortune to be assigned to Eastern Europe as a correspondent for The New York Times. I was based in Warsaw. This was in August, 1979, and I remained there a little under four years, in other words -- before, during, and after the incredible period of world-shaking political convolutions caused by the rise and fall of the Solidarity union. There was a neat sense of symmetry to my assignment -- I saw the last year of the Gierek regime, the 16 months of the legal existence of Solidarity, and then martial law and a year of the regime of General Jaruzelski; three different countries all in one. I moved in a complete circle without taking a step.

Of course, I was there as an observer, not a participant. The experience is quite different, and one of the differences is in the degree of personal commitment. It was not my country that was treading through this historical minefield; I was there simply to record the events, as dispassionately as possible. In any foreign assignment, it's natural to draw comparisons, or contrasts, with one's own country. Differences between the United States and Poland are almost innumerable, of course, but I think one bears looking at here today and that's history -- and a sense of national identity achieved through history.

If we are to examine the proposition of what children should be taught in an effort to achieve a future of peace and security, I think invariably the path leads through the humanities and in particular to the garden of history. It's a truism but it's nonetheless true: without knowledge of the past, we can't plot the future -- remember the French aristocracy before the revolution, those dolts of whom it was said: they knew nothing and they forgot nothing. How quickly they were swallowed up by one of history's more spectacular displays. Without looking behind, we can't look ahead. Without memory, we have no future, only a present.

Some countries seem to take their history more seriously than others. Poland is certainly one of them. I remember covering a demonstration of farmers on a bitterly cold January day in a tiny village in central Poland. They were agitating to form "rural Solidarity," a kind of peasants counterpart to Lech Walensa's organization. What was significant about the demonstration was not the cause, or the place or the numbers involved; what was important was the way the protestors carried their scythes --

fixed vertically on the wooden shafts, like giant bayonets. This, as any Pole will tell you, was how Polish peasants armed themselves in 1794 under Tadeusz Kosciuszko, who returned to his native land to lead the uprising. Poland is like that; the daily lives of its people are strewn with symbols and relics of an almost legendary past that can rise up at any instant to stir the nations' collective unconscience.

History, in Poland, has a peculiar way of never dying out; it does not safely relegate itself to the past; in short; it does not really become history.

Nothing could be further from the American experience. Not many Americans, I suspect, could tell you who Kosciuszko was, even though he was a hero of their own revolutionary war. Perhaps it's the mentality of a new world, an immigrant-receiving nation, but at times we Americans seem so frenetic and mobile that we are virtually rootless, almost a people without history.

In Poland, history does not die out because there is an unspoken, consensual verdict that it is somehow essential to the perpetuation of nationhood, an attitude no doubt born of the agonies of the partitions. But there is also a more contemporary reason -- and that is the official lies and manipulations given to history, the denials of events that Poles know to be true, such as the Nazi-Soviet pact of 1939 or the Katyn massacre of Polish officers. These are prohibited subjects and, like wounds deprived of air, they fester because they cannot be examined honestly and reconciled and locked away in the tomb of past memory. Distortions of history, I believe, can feed a kind of nationalism, -- nationalism in the pejorative sense, as a strident assertion of superiority.

At the other extreme, an absence of a sense of history can lead to a befuddled or confused sense of national identity, which is every bit as perilous. It, too, begins to admit myths, legends and romanticisms about national destiny.

The goal, I think, for educators or anyone interested in education is to concentrate on an accurate, thorough, uncompromising portrayal of the past, all that has gone before -- the devastations of war, the perils of nationalism, the dangers of economic deprivation. History, properly taught, sooner or later transcends national boundaries and delves into the familyhood of man.

I'd like to say a final word about journalism, a plug for my own profession. If it is true, as the saying goes, that newspapers are the first draft of history, then journalism falls to some extent under our rubric of education. I believe, deeply, that for a society to be healthy, it must have the oxygen of an open

and honest transmission of information about what is going on in the world.

In the Gdansk shipyard, it rapidly emerged that anger at the media was a major factor in the formation of Solidarity. Printing an independent newspaper was one of the strikers' first acts; in fact, that little mimeographed sheet was called Solidarity and later gave its name to the mass movement. Let me just mention two things. One was amazement on the part of the strikers that news can travel quickly when it is unfettered. They all had these little transitors tuned to the Polish language service of the BBC. They'd take a vote and were shocked that it could be repeated back within minutes, accurately, that news, after all, travels as fast as an electronic impulse. They were used to news as something so chewed over, unspontaneous, lugubrious. Secondly, a strange incident happened on the third day of the strike. A plane flew over and dropped down copies of the local party newspaper. Its headline said: "Strike Over; Workers Vote to Go Back to Their Jobs." Not a word of this was true. That single act sent the strikers into more of a frenzy than almost anything else. I have often thought what an extraordinary thing that was for any authority to do: to attempt to convince some people that they had done something that they all knew they hadn't done and had no intention of doing. It was the ultimate contempt: using the printed word for a half-hearted lie.

In short, my time in the Lenin Shipyard made me think that perhaps the need for honest news is something much more primal than we usually believe, and that governments turn their backs on it at their own risk.

Keynote Panel: "East/West Perspectives on Education for Peace and Security"

Address by Laszlo Kallay, Third Secretary, Educational Affairs, Embassy of the Hungarian People's Republic

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I would like to begin by expressing my thanks for the opportunity to be one of the Keynote speakers of the conference on a very important subject: "The perspectives of the cooperation between East and West on education for peace and security. I believe that for the time being there is nothing more important than that of peace and security, and questions related to it, which could be discussed among people. It is universally evident that there will be no victor in nuclear war and that there is no alternative to peaceful coexistence between countries of differing social systems. Despite this, it is also very clear that there is a definite and dangerous distrust and suspicion between East and West, especially between the United States and Soviet Union, concerning the other's policies and objectives. Resulting from these, we have a potentially dangerous tension, dangerous not only for the "greatest powers", but for all mankind. The resolution of this dilemma is the tremendous responsibility of the United States and the Soviet Union, not only for their own sake, but for the sake of all the countries of the world.

The recent summit meeting in Reykjavik has proven beyond all doubt, that if the political will exists solutions can be found to the most complex and basic aspects of the East-West problems. The arms race could not only be stopped but disarmament is an attainable goal.

Hungary, a small socialist country in Central Europe, has always held this belief. It's well established in practice of policy aimed at increasing the understanding among people of numerous countries, regardless of differing social systems. As a former educator, I personally share the opinion of our colleagues, that a better understanding among nations is basically related to the more realistic knowledge of each other. To impart this knowledge to each new generation is the greatest responsibility of educators throughout the world.

As I mentioned above, and this is probably well known to all of you, Hungary has in the past thirty years, gradually opened its society to interaction with Eastern and Western countries as well. A declared feature of our cultural policy is to propagate everything of genuine value. A large variety of scholarly and artistic trends have been accorded extended publicity and support. In the social sciences American sociology, philosophy,

literary theory, English economics, German philosophy works all appeared in turn, including works that were not Marxist.

When it comes to literature and arts, works belonging to just about every school have been published. In the past decades the Hungarian public was able to get acquainted with every trend worthy of attention in art and music. At the same time the socialist cultural policy excludes from circulation all those works, that conduct hostile propaganda against the socialist countries. We do not look at culture as a commodity, and valuable works -- even those of capitalist countries -- enjoy substantial government subsidy.

Hungary being a small country, in shortage of raw materials and energy resources, economically, it is a matter of life and death for us to maintain and eventually expand the scope of cooperation with other countries of the world, regardless of social system. Hungary is prepared to be a reliable partner in economic, trade, educational, cultural and scientific exchanges or cooperative efforts, with any country.

Our expectation from our prospective partners is only the mutual respect for our existing systems, as we do not strive to alter another country's policies. This is the fundamental principle of our cooperation with other countries, East and West, and this is the basis of our curriculum taught in the Hungarian schools on East-West relations. We additionally encourage our students to develop a realistic comprehension of the advantages and disadvantages of our own and differing political practices and systems. I believe that a well balanced and realistic picture of alternative societies is a very important factor, from the point of view of education on the East-West relations, not only in the formal educational process, but also as each student is influenced by the media, such as the film industry. Otherwise, in denying our students a realistic and honest education, the outcome, as proven in the past, will be the increase in distrust of each other's objectives, and, most dangerously, will implant hostility in future generations. This is a luxury, which in the nuclear age, no country, especially the determining ones, can afford.

It is quite clear that a better understanding can be developed only through the widening contacts between the individuals and the institutions of the different societies. I think Hungary has a good record on this matter. Let me mention some facts and figures of our cooperation just in the areas of educational and scientific exchanges with the United States.

We currently have about 500 students, scholars and lecturers, studying, doing research, and teaching here. About 25% are here as part of our intergovernmental agreement on cultural, educational, scientific and technological cooperation, which was

established ten years ago. Others are here by private invitation. Our official exchanges have had the very encouraging effect of increasing contacts between individuals and institutions four fold over the last five years. We also receive an increasing number of American scholars and students in Hungary. Almost all Hungarian institutions of higher education have a program for international students, many available in foreign languages, including English. These programs have provided optimal opportunities for the foreign students to learn about Hungarian society. The American students come to Hungary either on an individual basis, or within the framework of exchanges between our respective institutes. In the past three years, roughly ten to fifteen institute-to-institute programs were established between American and Hungarian universities, and we are encouraged for the further establishment of these mutually beneficial exchanges. Unfortunately, we have serious financial limitations on the increased number of Hungarian students we can send to the United States. This is the only limiting factor to the further expansion of this exchange program. We are trying to concentrate on post-graduate level students with a working knowledge of the English language to reap the greatest scientific benefits from their stay here. Concerning American students in Hungary, we are receiving undergraduate and graduate students in the fields of humanities and arts and sciences. Interesting, but it is quite understandable that the most popular Hungarian university program among the American students is with two English language medical programs, but we are very pleased that an increasing number of American students have enrolled in the one year program of Hungarology, which gives the students an outstanding picture of our past and present cultural history and language. The Hungarian scholars in the United States and the American scholars and students in Hungary will facilitate the promotion of improved understanding between the individuals, and eventually, the societies of our countries.

The future, maybe the future of the world, will depend on that better understanding and trust between our coming generations. To build and strengthen this with every possible means is the largest responsibility of the educators in the East and West, and this is why I think this forum and every discussion between educators, even on the smallest scale, has a far reaching importance. I wish success for progress toward the attainment of these goals during this conference. Thank you very much.

"Policy Development in Global Education"

Jan Tucker
Professor, Social Studies Education
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Introduction

The purpose of this paper is to provide participants attending the Mohonk Conference an overview of policy development in global education as it relates to global education in the K-12 Curriculum and in teacher education. The paper is designed to provide sufficient information to provoke thought and facilitate discussion about the place and function of policy development in global education. The paper is limited in that the vocabulary, concepts, and examples are drawn mainly from the United States context.

The paper is illustrative rather than comprehensive even within the United States framework. Variety, rather than commonality, is the distinguishing feature of global education program development in the United States and this paper needs to be viewed within this pluralism. Comparisons and contrasts with global education policy development in other nations and regions are possible but should be undertaken with even greater caution.

Pluralism does not, however, mean chaos in the field of global education in the United States. Most of the global education programs in the United States are drawn together by the purposeful and intentional effort to influence the formal education of the 50 million plus pupils enrolled in elementary and secondary schools.

This focus upon formal schooling assigns ipso facto a high priority to policy making. In a democratic society, education policies are hammered out in the public domain. Thus, global educators should be sensitive to and skilled in the political process that accompanies policy making. Leaders in global education cannot afford to stand aside from this public process. Policy development may not be a sufficient condition for ensuring the outcomes of global education, but it is surely a necessary condition. This point is emphasized because some global education efforts in the United States have, for one reason or another, avoided the political process of the policy arena and have concentrated exclusively upon other areas of development such as instructional materials and one-shot teacher workshops.

The Nature of Education Policy Making in the United States

In a previous paper presented at the Berlin Conference (1985), I distinguished among issues of philosophy, policy, and practice in global education in the United States. It was argued that a full vision of global education is composed of a balanced mix of all three dimensions. I also suggested that with the possible exception of Global Perspectives in Education, Inc., no organization in the United States is systematically engaged in the analysis and systematic integration of elements of philosophy, policy, and practice in global education. Individual programs often tend to emphasize practice above the other two.

According to Lerner and Lasswell (1951), a policy is "a body of principles to guide action." School policy, including curriculum policy, in the United States is determined at many levels: state legislatures, local school boards, professional organizations, local school superintendents, and building principals and teachers--to name only a few.

The federal (national) government in recent years has had an increasing influence through the Department of Education. The Reagan administration was originally committed to eliminating the Department of Education, created in 1978 under the Carter administration. Now it is resigned to its continuation. Indeed, Secretary of Education Terrell Bell, through the 1983 President's Commission on Excellence in Education, and his successor William Bennett, who uses the office as a "bully pulpit" to advance controversial positions, have magnified the federal role in education. This ballooning of the federal role is occurring at the same time the executive branch is arguing for cuts in the education budget.

Kirst and Walker (1971) argued that "the determination of the public school curriculum is not just influenced by political events; it is a political process in important ways" and "some legitimate authority must decide (and perhaps bargain and compromise) among the conflicting policy viewpoints." However, through the 1970s professional educators who wrote about and studied the school curriculum seldom conceived of curriculum policy development as a political process. Rather, they preferred a political, idealized approach where "curriculum decision making...follows a scientific method and develops a rational design."

States as Leaders in Educational Policy Development

During the 1980s, there has been an important shift of educational policy-making power away from local education agencies toward state education agencies, including state legislatures, governors' offices, and state departments of education. An important manifestation of the New Federalism

espoused by President Reagan during his first administration is the leadership now exerted in education by the various states. While not discounting the continuing important role of local, federal, and professional initiatives, any realistic assessment of educational policy development would certainly confirm the growing importance of the states as the important focus of decision-making and influence.

Global education is not at the top of the policy development agenda in the various 50 states, but it is demonstrating significant strength and visibility in a few "lighthouse" states. The recent publication of the National Association of State Boards of Education (NASBE) entitled "International Studies and Foreign Languages Programs: A Policymakers' Guide" (Williams, 1986) describes the increasing interest of state policymakers in global education. NASBE is the national association that represents the interests of all 50 separate and independent state school boards. Thus, the recent publication on international education represents a very significant benchmark in the growth and development of global education programs K-12 and teacher education in the United States.

Global Education Policy Development in Four States: California, Florida, Michigan, and New York

California

In October 1985, the California state legislature approved legislation that established the California International Studies Project (CISP), a cooperative network of international studies centers located on the campuses of the state's colleges and universities. The legislation, funded at $480,000 for the 1986-87 year, is intended to improve international studies in grades K-12 in California's public schools. Each local network will utilize the resources of higher education, the local schools, businesses, world affairs councils, exchange programs,and community groups. The program is modeled after the successful Bay Area Global Education Program, a collaborative effort involving Stanford University, the San Francisco World Affairs Council, and the West Coast Office of Global Perspectives in Education, Inc.

The content and skill objectives of CISP are:

> An understanding of events that have shaped world and American societies, and a willingness to search for antecedents of contemporary issues. (Historical Context)
>
> An ability and a willingness to consider issues from the viewpoints of people whose cultures and value orientations are different from our own. (Multiple Perspectives)

An understanding of the nature of conflict and approaches for managing it successfully. (Conflict Management)

A knowledge of the interconnections between world regions, events and people, and a tolerance that results from such complexity. (Interdependent Systems)

An ability to think critically about complex issues, to distinguish fact from opinion, and to recognize bias, advocacy and propaganda. (Critical Thinking)

Florida

In Florida, the 1986 session of the state legislature passed and the Governor signed into law the Florida International Education Act. The new law established an Office of International Education, which is housed in the Department of Education and works in close collaboration with the Governor's office, the Department of Commerce, and other related state agencies. The legislation also created an 11-member Florida Commission on International Education. This Commission is required by law to make recommendations to the state agencies and to the state legislature regarding the upgrading of international education at all levels, including elementary, secondary, and teacher education.

A decade of several important policy benchmarks paved the way for the 1986 legislation. In 1979, the State Board of Education issued a resolution to support the concept of global education. And in 1982, the Commissioner of Education and the Board accepted the State Plan for Global Education in Florida developed by a representative state-wide Task Force on Global Education. In 1984, the Department of Education compiled, published, and disseminated throughout the state A Directory of Global Education Resources in Florida. Also in 1984, a report and recommendations were issued by the Department of Education for international education and economic development.

Most recently in September 1986, the Governor and the State Cabinet, sitting as the State Board of Education, issued a resolution commending the Danforth Foundation and Dr. Gene Schwilck, its president, for their significant contributions to the growth of international education in Florida.

Michigan

In 1978, the Michigan Department of Education adopted the Michigan Guidelines for Global Education. Subsequently, several school districts in Michigan established global education programs. The definition of global education that provided direction for the Michigan programs reads:

Global education is the lifelone growth in understanding, through study and participation of the world community and

the interdependency of its people and systems--social, cultural, racial, economic, linguistic, technological, and ecological. Global education requires an understanding of the values and priorities of the many cultures and principles related to the world community. Global education leads to implementation and application of the global perspective in striving for just and peaceful solutions to world problems.

New York

In 1984, the New York State Board of Regents approved a plan for revising the grade 7-12 social studies curriculum. The revisions include a two-year course in global studies to replace the current ninth-grade syllabus on European Cultures. A global perspective on economics and trade will also be emphasized in a new one-semester twelfth-grade course in economics and economic decision making. Beginning in June 1989, tenth-grade students will be required to pass a Regents competency test or Regents examination in global studies as a graduation requirement.

These four examples of global education policy development at the state level are the result of years of work behind the scenes to establish the foundation and credibility required to made a difference in policy. As Pastuer once said "chance favors the prepared mind." In the case of global education in these four states (and others including Arkansas, Illinois, New Jersey, North Carolina, Oregon, Pennsylvania, and Wisconsin) the preparation by many people coincided nicely with other unpredictable supporting factors such as: 1) the shift of policy-making power to the state level; 2) the increasing interest of states in international trade and commerce; 3) the funding of exemplary global education programs at the local and state levels by foundations and educational philanthropies like the Danforth Foundation; and 4) the recognition by the public for greater global awareness as part of a sound educational program designed to prepare the next generation for the challenges of the 21st century.

The state initiatives are based upon the politics of the future. In effect, global education has become good politics in key states despite the efforts of some right-wing groups to discredit the emphasis on an international perspective in education. Global education represents a reality-based approach to the preparation of the next generation for the challenges it faces.

It can be argued that the shift toward President Reagan's New Federalism has been a blessing for policy development in global education. In has enabled global education to percolate from the local level and state level, politically a more comfortable and productive connection than between the local and federal level. Global education, however, cannot live by state mandate alone. It is important to continue the effort to place global education

on the national agenda and simultaneously support development at the local level.

National visibility for global education provides the states with elbow room and makes it possible for state political leaders with national political aspirations to vigorously promote global education at the state level. Indeed, at the current rate of growth and development of global education at the state level, it may become possible in the near future for state political leaders to run for national level office with global education as a strong plank in an overall political platform.

Even now, we have cases where local political leaders find it advantageous to emphasize their experience with and knowledge of international education and business in their candidacies for state-level office. An important step forward at the national level in global education is represented by the current effort to establish a National Alliance for Global Education. In September 1986, 90 representatives from 75 organizations around the United States met to formalize the proposed Alliance. A second meeting will be held in New York in mid November.

Successful local programs in global education are important for policy development at the state level. State policy makers need successful examples in order to convince the decision makers that it can work.

Successful policy making at any one of the three levels--local, state, and national--is a function of the positive interaction of programs development and policy making at all levels. They are mutually reinforcing.

Clearly, successful policy development in global education is the outgrowth of the combined efforts of many people, working toward the same general goal, over a period of years. There is no quick fix and no certain outcome. Time and circumstances, however, appear to be on the side of global education.

<u>Policy Development and the Transatlantic Network on Global Education</u>

The development of international policy statements on global education such as the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms have provided important international experiences for leaders of global education in the United States. However, the document itself has not been a significant factor. Indeed, the use of the UNESCO Recommendation is conspicuously absent from thinking about global education in the United States. This is regrettable, but understandable in the current anti-UNESCO climate in this country.

The Transatlantic Network may be well-advised to steer away from transnational policy development for global education if it is designed to make an impact on policy at the national, state, or local level (or equivalents) in any one nation. However, it will be useful for members of the Network to engage in thorough comparative discussions of policy. These discussions will inform us about our commonalities and our differences. The interaction across national policy arenas will be a great asset in developing the human resources better prepared to effect policy within a given national, state, or local context. The goal of transatlantic policy on global education is too grandiose when thought of as a final product. However, the processes required to obtain such a product can be immensely valuable in terms of new questions, new knowledge, and new challenges for policy development in individual nations.

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"Curricular Contents For a Global Perspective in Education"

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A condition for defining curricular contents for global education would be a generally accepted definition of this question. This is not available, particularly in the whole, since the different agencies of education have different concepts resulting from national traditions, experiences and political/economic/social backgrounds.

As a basis for the following, it should be stated that nations are becoming increasingly interactive and interdependent on trade as well as on sharing a limited supply of global resources. Topics such as the arms race, the growth of population, problems of underdevelopment, violation of human rights or pollution of water do not only affect individual nations, but continents and the entire world.

The study of nations and of national items needs to be put into a global context. That is a different perspective than just to add American, Asian or European Studies to the old curriculum as far as they remain isolated units. The philosophy of "Your State and the World" should therefore be replaced by the perspective of an observer not living in Paris, Moscow or New York but from the perspective of the man in the moon gazing at the earth.

Global and international education in my opinion prescribes the understanding of the matters related to peace, to war, to hunger and development, to environmental protection, and how they affect the individual. The goal is to understand the world as a system or a number of interlinked systems.

It goes without saying that the contents of any curriculum must be based on the general acceptance of the teachers. It also goes without saying that the fundamentals of international education are the acceptance of such civic values as peace, freedom, justice, responsibility for the future. These basic values should be found in all societies but they have to be put into practice and examined in the actual classroom. This prescribes a sober examination of the contents and application of such all embracing and controversial terms. It is selr evident that the implementation of such topics into the classroom demands an acceptance of the international society as a whole, that the future of this society in the long run will not be determined by left-wing or right-wing ideologies, but what is right or

necessary for mankind as a whole. A precondition is the acceptance of fundamental values.

When considering the curriculum and this in a global context, thoughts should be given to subjects readily adapted to the international pattern. It could be argued that in general the entire schedule of subjects from history to music could stretch across national borders: the teaching of languages, literature, cultures, and religion. However, the impact of such subjects are mainly limited to the fields of social psychology or therapy and, on the whole, perhaps somewhat emotional and affect but the individualistic elements of society.

Conflicting matters such as war, peace, destruction of environment or freedom are not caused by a lack of knowledge, by misunderstanding or prejudices, but rather by political, economic, social conflicts, especially those of an international caliber. The latter are of a collective nature and possess a global impact.

The fundamental questions of peace, justice, freedom and environment are of international, national and individual relevance. When considering the global aspects of the curricular contents of education, the basic topics of international political culture must be first identified; global conflicts and worldwide standards must be established. There should be a promotion of common values as well as a feeling of solidarity. It should be added that the concept of global education is more easily practiced in the field of history, geography, civics.

Having said this I would like to propose five units which incorporate the global interrelation of the individual. It would be appreciated that our common future rests on these decisive issues:

1) Peace Education (Arms race, disarmament, security, nuclear weapons)
2) East-West Relations (Cold war, detente, deterrence, trade, ties)
3) North-South Relations (Hunger, poverty, growth of population, wars)
4) Human Rights Education (Torture, minorities, migration, terrorism)
5) Environment Education (Pollution, radioactivity, resources energy)

1) Peace Education

The relevance of this issue in times of nuclear arms is obvious. Moreover, and in the meantime, many different peoples are still threatened by various forms of war. Teachers tend to avoid peace education for different reasons: the topic is complex and

controversial, it raises emotions and engenders a feeling of helplessness.

Possible contents:
--violence and aggression
--history of social change
--national/international security
--arms race: causes and consequences
--deterence and/or detente
--international tensions
--disarmament negotiations
--obstacles to peace
--definition of peace
--conflict solutions
--international interdependence
--effects of nuclear war
--preventing war
Suitable subjects: history, geography, civics, biology.

2) East-West Relations

The relations between the two superpowers dominate the fate of the entire world. Not only the division of Europe into different political and economic systems but the influence in large parts of Africa, Asia, and Latin America creates tensions which can not be overcome by national policy or accepting just the status quo. The future of the individual depends on the further development of this antagonism and on an education related to understanding the reasons, the effects and the perspective of the post-war situation.

Possible contents:
--World War II alliance
--cold war
--arms race
--trade and exchange
--confrontation or co-existence
--effects on the Third World
--policy of detente
--defense and security
--disarmament negotiations
--pact systems: Nato and Warshaw Pact
--Helsinki conference
--European integration
--Suitable subjects: history, economics, civics

3) North-South Relations

Increasingly the tension between the industrialized countries on the one hand and the developing countries on the other causes problems and conflicts which affect the life on the northern half of the globe. The awareness of hunger and poverty among the majority of the world population needs to be implemented into education. The relation between the rich and the poor will have a decisive importance within the immediate future. The present pupils generation has to be prepared to assure a peaceful life for mankind.

Possible contents:
--effects of colonialism
--growth of population
--causes of hunger
--economic infrastructure
--illiteracy
--civil wars among African tribes and religious groups
--Third and Fourth Worlds
--development aid: money or manpower
--political instability
--unbalanced trade
--restricted self-reliance
--The UN system
Suitable subjects: economics, geography, civics, history.

4) Human Rights Education

According to the United Nations Universal Declaration and the European Convention for the Protection of Human Rights, education is asked to make a contribution to the struggle for peace and justice in the world. The rights are universal, human rights education has to have a global or international approach.
As societies become more and more multicultural, the co-existence of nations depends on common values. The recognition of the European-Atlantic tradition in humanity and justice seems to be in danger by different regimes and social groups.

Possible contents:
--historical endeavors
--basic rights
--discrimination
--racism and sexism
--torture and terrorism
--minorities
--migrant workers
--asylum seekers
--the UN family
--the European Court of Human Rights
--international solidarity
Suitable subjects: history, civics, religion.

5) Environment Education

Long before the Chernobyl accident, the protection of the environment was a question of international/global co-operation. The oceans, lakes and rivers touch many countries. Pollution affects living conditions around the globe. The conservation of nature and the supply of energy and raw materials is a key problem in international politics as never before in history. The future of the earth depends on the awareness and activities related to global initiatives and regulations. Education in this field can originate in personal experience and open views of an interdependent nature.

Possible contents:
--effects of industrialization
--urbanization/agglomeration
--energy resources
--exploitation of farm land and forests
--irrelevancy of national border lines
--nuclear power stations
--radioactivity
--water pollution and atmosphere
--protection of animals
--international agreements (UN, Council of Europe, EC)
--responsibility for the future
Suitable subjects: biology, geography, economics, civics.

The Treatment of Global Issues

Looking at curricula, textbooks and the respective literature in the USA, in Western and in Eastern Europe, the treatment of these issues shows quite different conceptions. In my opinion this reflects geographical conditions and partly those of a political nature. The USA as a continent in an equidistance to Europe and other continents,--Europe as a small appendix of the Asian continent comprising small countries with narrow borders and with one European history but different political systems. Historical and political circumstances lead to different degrees of awareness of tensions, of threats and the need to recognize such global issues. As someone from the Western European region, I do not hesitate to say that at least on the basis of my experience the topics already mentioned are emphasized in the curricula and textbooks of many West European countries. The countries in this region respect and depend on international regulations related to peace, co-existence, and co-operation. The engagement among large parts of the population is remarkable. The once restricted national outlook has been increasingly replaced by the conviction, that interdependence calls for new ways to international solidarity.

Development of Ways to Exchange and Work Together

Since there are many ideas, incentives and initiatives on global education in education in all countries on both sides of the Atlantic, the time has come to move beyond the national approaches and to start an international exchange of such concepts. This should aim at identifying common issues, values and contents. This is not a plea for a uniform worldwide curriculum, but rather a challenge and opportunity to learn from one another. A starting point could be the exchange of contemporary literature. This, because authors generally refer to sources found in their own language.

A second step can follow: the formulation of general aims of teaching issues, such as:
--recognition of global threats and conflicts
--analysis of causes and consequences
--questioning conditions as they are
--fight against the feeling of helplessness
--focussing basic common values: peace, justice, freedom, environment
--adjusting education at global aspects of politics and economy
--pointing out ways of co-existence, co-operation, integration.

It is only fair to mention that UNESCO and the Council of Europe as well as the European Community have worked for many years in this field. The advantage of non-governmental organizations is that they are not subject to changing political administrations and able to establish a permanent round-table where this approach can be discussed. With knowledge and respect of the others position it should be possible to conceive an internationally related set of teaching proposals concerning global issues.

More meetings of curriculum experts, the translation of relevant textbooks or articles in respective publications should follow. Although reasonable ideas have emerged, they often remain in relative isolation. The language barrier, even if an important obstacle, should not hinder this exchange. And even the lack of money should cause no apathy. If one is convinced that a global perspective is needed in education, then everyone can do his or her part in the international co-operation among educators.

A trans-Atlantic co-operation among educators and agencies can help to establish an international political culture with convictions of a global nature, which puts ahead such values as peace, freedom, justice and responsibility for the future of man. These values can no longer be guaranteed by national policies alone.

Education should not only react to the reality of existing conditions, but more important, anticipate future threats, challenges and possible solutions in advance. Thus we need

coherent, clear and feasible models that give first priority to our common and crucial task.

"Pedagogical Concepts in Relations to International Education"

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Introduction

In Dutch education, a certain tradition has grown over the years when it comes to the discussion of international issues such as war and peace, hunger, poverty, pollution, etc. The impulse for this attention was often given by various social groups who emphasized the necessity of "socializing" education. The peace movement expressed a need for peace education at schools, while since the sixties, various international committees have been demanding attention for the worldwide problems of economic and political oppression. Through education, awareness of this problem could be awakened. At an early age, the child was to be taught to be world citizen.(1)

In present education, one can find the results of this interference in the form of curricula, teaching kits, didactic and pedagogical papers on global education, European education, peace education, development studies, environmental studies, and the like. There is a wide range of material, written from various points of view, and directed at various groups in education. A closer study and analysis of this material, conducted some time ago for two undergraduate theses,(2) forms the basis of the present paper. The pedagogical principles underlying initiatives in international education(3) are closely examined, and an attempt is made to formulate an alternative approach with a sounder pedagogical basis.

Catastrophe and Cultural Criticism

Literature(4) on international education is dominated by anxiety as to the present situation in the world. The urgency of global political problems is stressed. These undeniably evident problems are related to attitudes and opinions of groups and individuals. People's moral responsibility for imminent catastrophes is emphasized.

According to the advocates of peace education, global education, etc., prevention of these catastrophes is a matter of changing

structures and mentalities. And for the latter, changing mentalities, the field of pedagogics is considered highly suitable. "Only through a new and more adult mode of existence can mankind survive. The promotion of this different, more peace-oriented thinking is at the moment the most important task of education.(5) And: "The need for peace education arises from the increasing danger of war, the danger that the Third World War will break out if we continue along the way we are following now".(6) Through transferring knowledge, training skills, and particularly through teaching certain attitudes, a start can be made towards a more just society, it is said. The relation assumed between international problems and group or individual behaviour is often given no further specification or foundation. It is often this relation, however, on which education is based. This calls the validity into question of this type of international education.

Besides their concern about catastrophic developments, the advocates of international and peace education also express criticism with regard to certain cultural tendencies such as rivalry, competition, consumption and apathy. A relation is supposed to exist between these tendencies and the great problems of the world. For them this is a reason to influence these developments by means of education.

A separate place may perhaps be attributed to European Studies.(7) Since 1961, the Centre for European Studies in Dutch Education (CEVNO) of Alkmaar, the Netherlands, has drawn attention to European cooperation through teaching material, conferences, curriculum development and exchanges. Their emphasis on factual knowledge concerning European history and on democratic principles and skills is a favourable exception. Here there is no suggestion of a certain, ill-founded relation between international problems and human behaviour.

Pedagogical Criticism

All this leads us to a pedagogical view of what is proper in education. Central to this view is the personal development of the child into an individual. This does not imply development of personality, but the stimulation of the child's critical faculties founded on as accurate knowledge as possible. In the Netherlands, this pedagogical view is represented by J.D. Imelman and W.A.J. Meijer.(8)

Unlike many views on international education, the pedagogical outlook described above is marked by common sense. In this pedagogical theory, there is a strong emphasis on the content of education, without losing sight of the pedagogical relation. Indeed, the balanced triadic relationship between content, pupil and teacher is central to this theory. It is on the theory that

our misgivings with regard to the starting points of criticism can be made against this type of education:

a. The knowledge to be transferred in this "education" is not sufficiently based on well-founded insights; subjective interpretations of reality predominate. Let it be understood, however, that the concern about the environment, armament, and the relation between rich and poor expressed in international education is entirely legitimate in our opinion. But if this concern, and "knowledge transfer" based on this concern is made into the content of education, educationalists must raise objections. Stimulating critical judgement in children can only be achieved by teaching them to base their judgement on facts compiled as honestly as possible and knowledge with as sound a basis as possible, rather than to trust blindly to authorities, subjective observations or group ideas.

b. The skills to be developed particularly in peace education are of a democratic and conflict-resolving nature. Of course, there is nothing against such human character traits; what we think is wrong is the purpose to be served by the development of these skills, namely, to help create a better [world] society. A sound pedagogical theory should, in our view, include the promotion of democratic skills, if these are understood as: an open attitude towards people who do not share one's own outlook, the willingness to discuss one's own opinion, and negotiation using well-founded arguments. The promotion of such skills is inherent in a pedagogical theory focusing on the critical judgement of the individual. Such a theory cannot, however, contain a blueprint for a better society, on which the development of skills is based. This is over-pretentious, and soon leads to the frustration of educators.

c. The attitudes to be developed are in the fields of peaceableness and tolerance in human relationships. We feel that is not really possible to deliberately influence the attitudes of adults and children and at the same time present oneself as a great champion of the freedom of the individual. A pedagogical theory focusing on personal development is extremely suspicious of any deliberate manipulation of attitudes. For today one may teach children peaceable attitudes, and tomorrow one teaches them to stand up for themselves. Both undoubtedly with the best of intentions, but also in both cases ignoring the child's rudimentary critical capacity to determine for himself whether to act peaceably or assertively in a certain situation. Assuming, by the way, that these attitudes are opposites, for this, too, is open to discussion. Stimulating and developing critical judgement should be the main task of education, and not the formation of attitudes, however well-meant.

In short, the pedagogical criticism expressed here argues in favour of:
--knowledge with as sound a basis as possible as the content of education,
--pedagogical aims instead of over-pretentious extrapedagogical goals,
--taking the child's own critical judgement seriously.

The contribution of educational specialists to curriculum development

The question now is whether, after all these critical remarks, such a thing as international education is at all desirable or possible. All sorts of initiatives in international education have undoubtedly contributed to the growth of attention for world political problems in schools. Now, time is regularly devoted to peace education, the difference between rich and poor in the world is discussed in a project week. Such incidental attention is laudable, but in our view, some relevant pedagogical insights threaten to be lost sight of. This is partly due to the fact that, until recently, educationalists remained too aloof from "the world" in which education takes place. They may rightly be accused of withdrawing too much to their own domain, and concentrating too exclusively on the relation between teacher and pupil.

The triadic pedagogical theory attempts to break out of this narrow outlook by attaching as much importance to content as to the pedagogical relation. This makes it necessary for the educationalist to devote attention to world society, and to participate in the discussion of curriculum content. In international education, too, educationalists have a specific task. They must supply theoretical pedagogical concepts to go with concrete subject matter and didactic advice. In developing curriculum, they are to cooperate with polemologists, human-geographers, economists, environmental specialists, etc. In this collaboration, educationalists can prevent purely social interests from entirely determining the choice of subject matter. They can also see to it that knowledge is adapted to various pupil levels. The contribution of subject-specific experts in curriculum development will make sure that educationalists do become too preoccupied with the teaching atmosphere and climate. In our opinion, a pedagogical view underlying curriculum development should serve to circumscribe content and not simply to technically and didactically adapt content supplied by others. In the anthropological theory of triadic pedagogics, the personal development of the child is the critical standard determining the choice of educational content. Each individual in the world is gifted with reason and critical responsibility. The possibility of acquiring knowledge about something, on which judgements and actions can be based, gives rise to responsibility. Within a social context one can be held responsible; one can be asked to

give an account of one's knowledge, judgements, and actions. This personal development into an individual is the immanent goal of all pedagogical effort, and can be used as a fruitful starting point in curriculum development.

Conclusion

This article can be seen as a plea in favour of the involvement of educational specialists with the content of curricula.(9) As stated before, also in the field of international education. This can prevent subjective views of the present situation in the world from becoming starting points in education. This also protects educators from pretentious goals which raise high hopes, but lack a sound pedagogical foundation. After all, it is in the interest of the child as well that the subject matter is well-founded, and that the development of the child comes first for the teacher, and not the realization of a better world, however well-meant these ideas may be. There may be other means to achieve them. Educationalists may not allow children to be made into means towards an end. This is why they must contribute critically to curriculum development for international education, for, as argued above, the danger of indoctrinary end-means thinking is lurking in this field.

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"Creating A Viable Mechanism To Accomplish Network Goals"

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The Transatlantic Network on Global Education was established in the conviction of members who attended the Conference in Berlin in December 1985, that there was need for a communication network between educators teaching about global issues in North America and Western and Eastern Europe.

Responsibility was given to three identified secretariats soon to be four, to oversee the pursuit of these conference recommendations. In addition the conference recommended the non-duplication of existing networks and the direct linkage with the existing networks NCSS, GPE, EDECN, ECN, which was reflected in part in the secretariats established.

This paper in part tries to build upon these recommendations in an attempt to identify a possible mechanism for the future development and operation of the network. Certain principles have already been established.

1. The network is in its focus concerned with teaching about global issues, it is not just a global network concerned with any curriculum area.

2. There is a series of functioning secretariats which have been delegated the practical responsibility of carrying out network policy/conference recommendations.

3. A basic network operating structure has been established, involving an annual conference rotating venues agreed between East/Western Europe and North America.

We now find ourselves in the position of:

a. Determining the prioritization of aims/objectives on the basis of agreed network recommendations from the first conference.

b. Determining future network policy making, management structure.

c. Specifying the financial structure of the network in terms of funding support.

A. One of the problems in the running of a large network is the need for both (1) representation and (2) simplicity of operation.

B. Secondly, it is suggested that the network involve a direct relationship with organizing existing networks avoiding duplication.

Suggested Network Organizational Model

1. A steering committee involving secretariats and where not already present representative members of the contributing networks concerned with network policy/priorities and where no networks already exist specific representative institutions (e.g. in Eastern Europe).

2. Joint secretariates concerned with policy implementation.

3. Membership existing through contributing networks.

Such a model would not be exclusive in that additional networks claiming to be appropriate linking networks could subject to INGE's approval be nominated to the steering committee and membership exist on the basis of network participation and where not possible institutional participation.

Financial Implications of the Network

a. Does one secretariat have overall responsibility for the total network in terms of financial organization?

b. Does such a secretariate undertake to acquire funds for the total network?

c. Does the policy so implied note that funds can be obtained more easily in certain continental locations?

Recognition

a. Some financial support will be geographically/contractually bound

b. That certain multinational bodies might support the network in total at an international level.

Suggested Network Financial Structure

a. That a financial policy for funding acquisition be determined by an appointed steering committee, comprising of the current secretariats and also representatives of existing appropriate networks.

b. Common network brochure produced for pursuit of funding.

c. General funding/grants distributed per secretariat on an agreed proportional basis for administration.

d. Project funding for specific tasks be jointly agreed but administered centrally by the specific secretariat(s) committee designated the task.

"Why a Transatlantic Network? Some Thoughts on Feasibility and Effectiveness"

Hans Hooghoof
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"United we stand" is a well-known saying in our country, and probably abroad as well, which leads to the uniting, the joining of organizations, institutions, groups in various sectors of society. Nationally and internationally. In business, government, as well as in the field of education. Consider the countless economic, cultural, political, industrial, scientific pacts and treaties in past and present. And in the future as well, this phenomenon of making small and large-scale agreements, with various contents and intentions, will continue to exist. Of course, the reasons for union and cooperation and the positions of the parties in these collaborations are different for each situation, for each cooperation. The same naturally goes for the outcome, the result. Such collaboration may be aimed at creating a political, military power block, strengthening economic positions, expanding one's share of the market, increasing scientific knowledge, raising the standard of living, exchange of knowledge and information, affording insight into other cultural patterns, promoting respect and tolerance.

In Western Europe, there are hardly any networks for the benefit of education, in which smaller and larger institutions with specific expertise complement and support each other to achieve a common goal, a certain end product. I am leaving out of account institutes for development, guidance and research as are to be found in various Western European countries. Nor do I refer to the many conferences organized by the European Council, the European Commission or Unesco. By a network I mean a collaboration between several educational institutions active in the field of curriculum development, training, research, dissemination, transfer and implementation. A joining, combining of specific expertise with the aim of working towards the alteration, innovation and improvement of education.

Possibilities to be considered are, for example: new, more internationally oriented teaching matter, integration of the Social Sciences, teaching pupils a critical, inquiring attitude, strengthening the subject component, improving the quality of teaching, etc. etc. Research in the U.S. and in Europe, however, has proved that actually influencing subject matter, learning

behavior and styles of teaching is a very gradual process, liable to a great diversity of variables. Even in countries with a highly centralized educational policy. Only too often, an enormous gap is to be observed between the aims, the intended curriculum, and what actually happens in educational practice, the realized curriculum. And I am not referring to the possible outcomes of international cooperation, but to the outcomes of national, regional and even local educational projects.

In short, it seems to me not only desirable, but absolutely essential that the aims, method and organization, as well as the feasibility are given careful consideration. What is the rationale of a Transatlantic Network? Which significant and feasible goals can be derived from this? What are the minimum infrastructural facilities needed? To what extent are certain activities already carried out at centres or institutions elsewhere in Europe or the U.S.? What could the true significance, the value of such a Network be? Are we not in danger of creating a colossal "paper tiger" without any long-term results?

Two examples to illustrate this:

Since 1982, Western Europe possesses a European Network for Development Education, initiated and financed by the European Commission (Brussels). In spite of the efforts of the Central Secretariat, National Committees, Conferences, Newsletters, information exchange, and a reasonable budget, it is very difficult to achieve a permanent place for "learning and teaching about Third World countries" in school books. This would take more money, more manpower, more cooperation with teacher training colleges in the participating countries. But it would also call for more readiness on the part of central and local authorities to recommend a central development education curriculum to the schools. And it would take more willingness on the part of teachers, parents, as well as social and political groups, to adopt such a theme. This is impracticable at a European level. A better idea might be to launch small-scale international curriculum projects in which high-grade lesson material is offered in translation. In short, our practical experience with the European Network teaches us to have a ready ear for arguments concerning feasibility.

A strong tendency to internationalize the curriculum is to be discerned in the U.S.A. at various levels. At teacher training colleges for social studies, in peace-oriented curriculum projects, in national policy documents, in the opportunities for international exchange programmes, in conferences, in the establishment of networks, etc. Apparently, global education is a must. However, like in Europe, the time table is limited, the term "global" comprises a wide range of themes (Third World, East-West, energy and environment, human rights), specific

cultural and linguistic problems arise with regard to the pupil population, other relevant items are jostling for a place in the curriculum, and implementation is often limited or temporary. So what is the ultimate effect of these well-meaning, financed, common efforts on the content of popular school books and classroom practice? Are teachers willing or able to teach in a responsible way the essence of world issues and their interrelatedness? Wouldn't it be better now to mark time when it comes to the world political education of our future citizens?

In conclusion:

My skepticism towards the establishment of a Transatlantic Network will have become abundantly clear to you by now, and is based on considerations of feasibility and effectiveness. Doing work which is already done elsewhere with more or better results is pointless. Setting up an infrastructure which may promote support, complementation and innovation could be worthwhile, if possibilities, means and feasible strategies are available to realize it. A joining of networks or institutions with the object of transferring or exchanging information could be inspiring and stimulating. However, it is crucial to know beforehand: what we want, for whom, how and with what means.

"Some Thoughts on Networks"

O. J. Dunlop
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I imagine that those able to congregate at the forthcoming Mohonk Conference being arranged by Global Perspectives in Education, Inc., New York, will have an accumulation of direct experience of networks - networks in considerable variety and with enormous diversity of purpose. The writer is no exception being (am I average?) a member of about 20 national networks and, perhaps, 12 of an international nature. Membership in the majority of cases amounts to little more than being on the receiving end of occasional (or voluminous) correspondence. In other cases, the benefits centre round the receipt of a periodic newsletter or journal, the contents of some of which can be put to good use. But in a minority of cases network membership can mean an emphasis on the suffix 'work' and this entails participation in a variety of contexts: conference or workshop involvement, perhaps; writing; committee work or, even (perish the thought), holding office. Such types of participation can help give a network substance and meaning and help it avoid being little more than a translucent web of communication links. The effectiveness of the latter, as is well enough documented, is determined by the quality of the messages, how well these are transmitted, how they are received and given a response.

Thus, one contemplates the utility of new networks with a mixture of curiosity, sincerely felt aspiration for their success and, it must be added, a dash of skepticism. Not having been able to be present at the 'launch' of the Transatlantic Network or Global Education in Berlin in December 1985 (although invited to be there), I can look fairly objectively at the gestation period of nine months since it was conceived and attempt to identify characteristics of the environment which will help INGE to function in its infancy. I share with some of those who were actively involved in the genesis of the new network ideals and drives able to create improved international understanding through education. Yet what can INGE achieve as a network that others have failed to do? In its formative period the network should strive to be more than a 'talking shop' (although the opportunity it affords to debate a range of issues associated with international education could be a useful function); neither should it become yet another monster which generates paper in massive quantities. Instead, ways should be sought to help the organism take a few promising, if faltering, steps towards a

distant set of goals concerned with making the world a more equitable place. This, of course, raises questions to do with values, to do with organization of and aims for, the network. It may be necessary to establish a set of priorities and, inevitably, to give attention to the resource implications of these.

I am aware that those due to be at Mohonk in early November of this year share a great deal of experience in the promotion of education for international understanding. There is neither a swift nor a simple way to enable the curriculum at school or in institutions of higher education to receive and accommodate sensitive issues related to development, environment, human rights, multiculturalism or peace. Strategies can be devised, tailored to local circumstances and, occasionally, curricular practice alters. Invariably, however, such efforts are sporadic and uncoordinated. Understandably, the slow pace of change and ability to innovate in terms of international education can lead to a sense of frustration amongst practitioners and impatience creeps in. Perhaps here is a potential role for TNGE in publicizing good practice in the field of international education and offering, in time, encouragement and the legitimization that may at times be absent at national level. It may be capable of operating politically exerting influence on the decision making process. The network, to have credibility, ought to be dynamic and have a committed membership able to bridge the yawning chasm that all too often separates rhetoric from courses of action able to bring about change. Its Berlin origins may have already given it ability to build bridges and to link continents and this should be regarded as one of the potential strengths of the new network. Unfortunately, however, from the point of view of this writer, the true test of the effectiveness of the network is, having established a workable pattern of communication, to set in motion information and policy flows which will exert a irresistible and credible influence on the education systems in which we all operate. In the context of international education this has in the past worked only imperfectly. The challenge to do better exists but meanwhile, in the real world, portents of major global crises to come continue to gather ominously on the not-too-distant horizon.

22nd September 1986

TRANSATLANTIC NETWORK ON GLOBAL EDUCATION

Second Annual Conference

Mohonk Mountain House, New Paltz, New York
8-12 November 1986

Theme: East/West Perspectives on Education for Peace and Security

AGENDA

Saturday, 8 November

Welcome and registration	4:00 - 8:00 p.m.

Sunday, 9 November

Review of Agenda	9:00 - 10:00 a.m.
Keynote panel on conference theme	2:00 - 4:00 pm
John Darnton, Deputy Foreign Editor, The New York Times	
Laszlo Kallay, Third Secretary, Educational Affairs, Embassy of the Hungarian People's Republic	
Reception	4:00 - 5:00 pm
Discussion of keynote panel/ conference theme	5:30 - 6:30 pm

Monday, 10 November

Plenary Review of purpose/goals of Network Presentations/assignments for working groups/review of papers	9:15 - 11:00 am

Monday, 10 November

Working Groups:	9:15 - 11:00 am

1) Educational policies
Influencing the educational decision makers; case studies of pertinent educational policies at various levels from school site to national government
Chairman: Jan Tucker (U.S.)

2) Curricular content
Treatment of global issues, international matters in textbooks, other curriculum materials; Developing ways to exchange ideas, actual materials; Working together to develop new ideas, materials
Co-Chairpersons: Gunter Renner (FRG)
Darko Polsek (YU)

3) Network operations
Creating a viable mechanism to accomplish goals of the Network
Chairman: Roger Morgan (U.K.)

Working Group Session I	11:30 - 1:00 pm
Working Group Session II	4:00 - 6:30 pm

Tuesday, 11 November

Plenary: Group reports	9:15 - 10:30 am
Group reports	10:45 - 12:30 pm
Working Group Session III	3:00 - 4:30 pm
Plenary/Working Group recommendations	5:00 - 6:00 pm

Wednesday, 12 November

Plenary/Conference recommendations and next steps/preparing for 1987 conference in Pecs	9:00 - 11:00 am

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